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# **An Introduction to HANDS in Autism® Interdisciplinary Training & Resource Center**

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Clinical Professor, IUSM

# Who is HANDS in Autism®?



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**INDIANA UNIVERSITY**

DEPARTMENT OF PSYCHIATRY  
School of Medicine

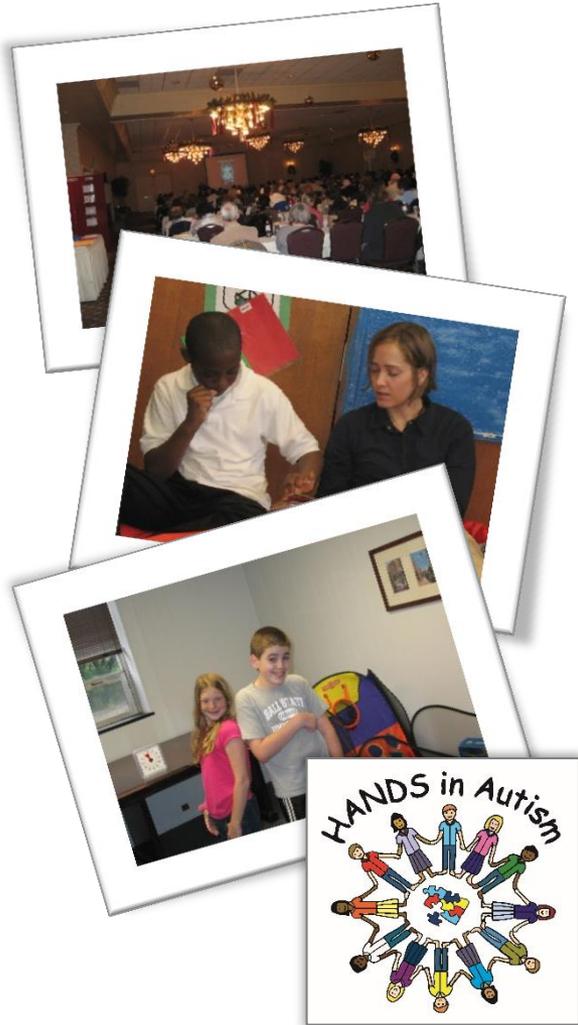


- ➔ Center for interdisciplinary service, training, research
- ➔ Housed within the Department of Psychiatry at IUSM/Riley Hospital on IUPUI campus
- ➔ Foundational funding through CDC 2004-2006 and IDOE in 2006-2013

# Mission of the HANDS in Autism® Center



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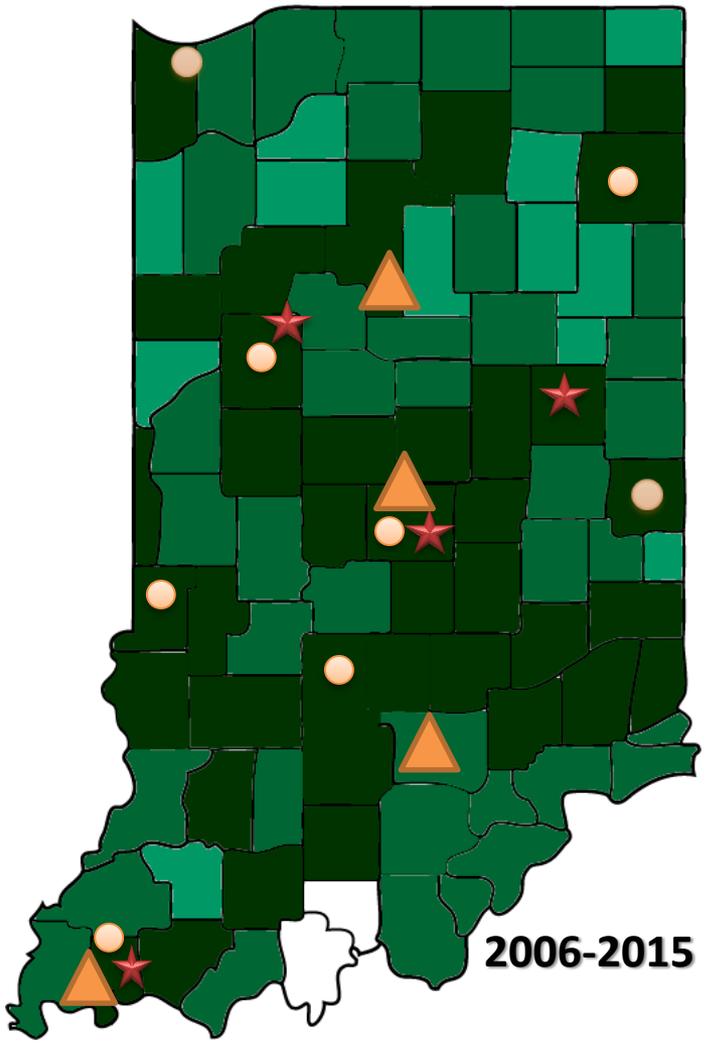
Provide a **broad yet comprehensive foundation for understanding and working with people with autism spectrum disorder (ASD)** and a range of other developmental and behavioral challenges through shadowing, observation, practice and feedback

**Build bridges** of information, resources and collaboration across family, educational, medical and community systems

# Vision of the HANDS in Autism® Center

**Building local capacity** through

- (1) demonstrations** of implementation of evidence-based practices across home, school, medical and other community settings and
- (2) local community cadres (LCCs)** also bridging across systems and settings with a focus on shared responsibility for positive individual and family outcomes.



-  *Collaborative Programs*
-  *Local Community Cadre Sites*
-  *Intensive Sites*
-  *Material Distribution*
-  *Web/Live Workshops*
-  *Intensive Hands-On Training*



# Why a Focus on ASD?

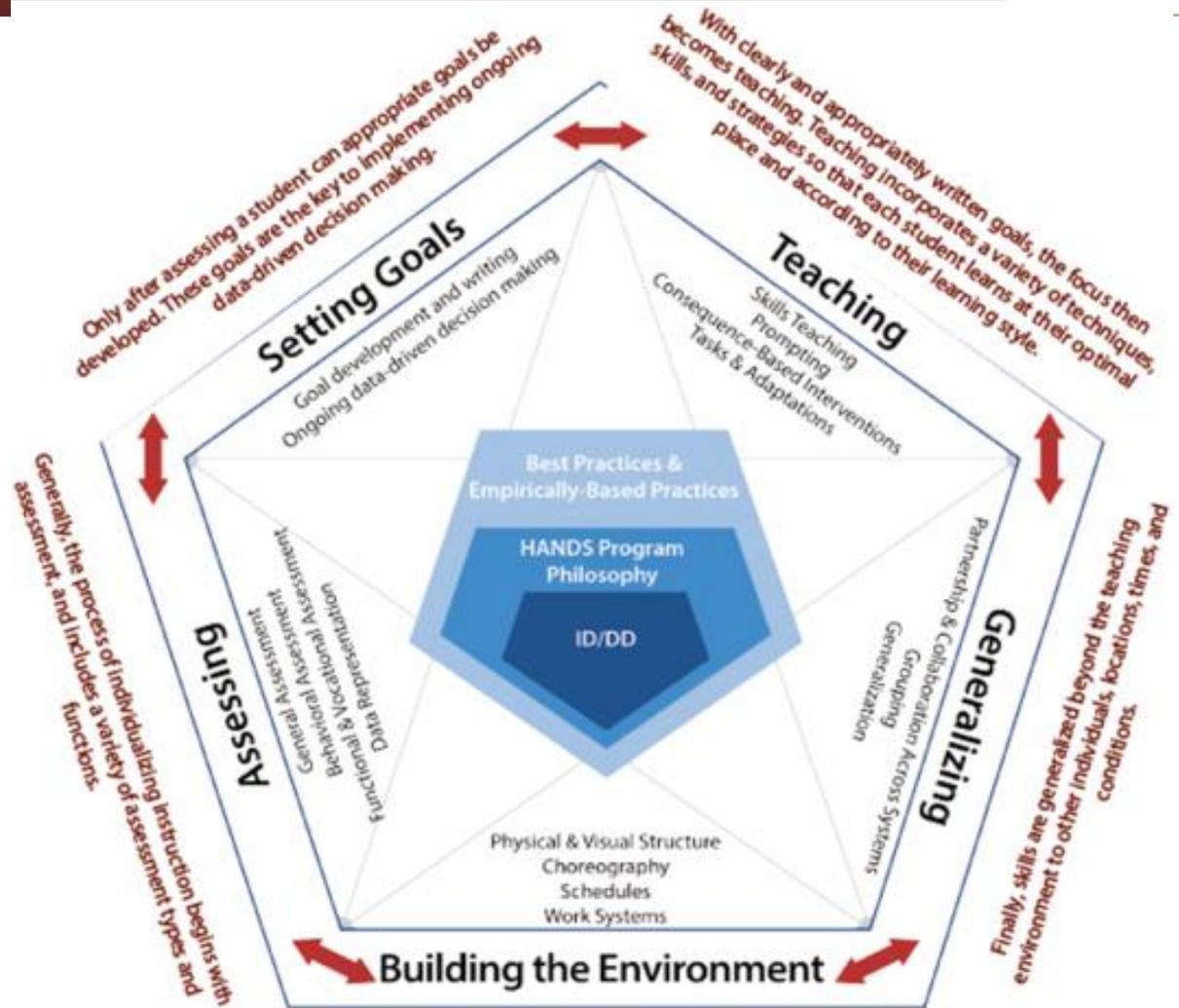


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- ❖ Fastest growing DD in US
- ❖ National prevalence 1 in 68 (CDC, 2014)
- ❖ Similar increase in educational classifications of ASD in Indiana--1/71 or 14,179 students (IDOE December count, 2014).
- ❖ Those with ASD several times more likely to require school-based interventions (Mandell et al., 2005)
- ❖ Average cost associated with autism over a lifetime can reach \$3.2 million for one individual
- ❖ Impact is widespread to families, school providers, communities
- ❖ There is no cure...

# HOUSE Curriculum: A Robust Model

- Consistent curriculum content and process framework
- Individualization and prioritization based upon setting and roles



# Overarching Curriculum Principles



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- Data driven decision making
  - At each phase of implementation, data at core of all decisions regarding individual programming, programming for trainees, and HANDS program evaluation
  - Data as the guide to effect, impacts and needs for modification
- Collaboration throughout
  - Trainers and trainees
  - Trainees, colleagues, and families
  - Schools and communities

# Other Attributes



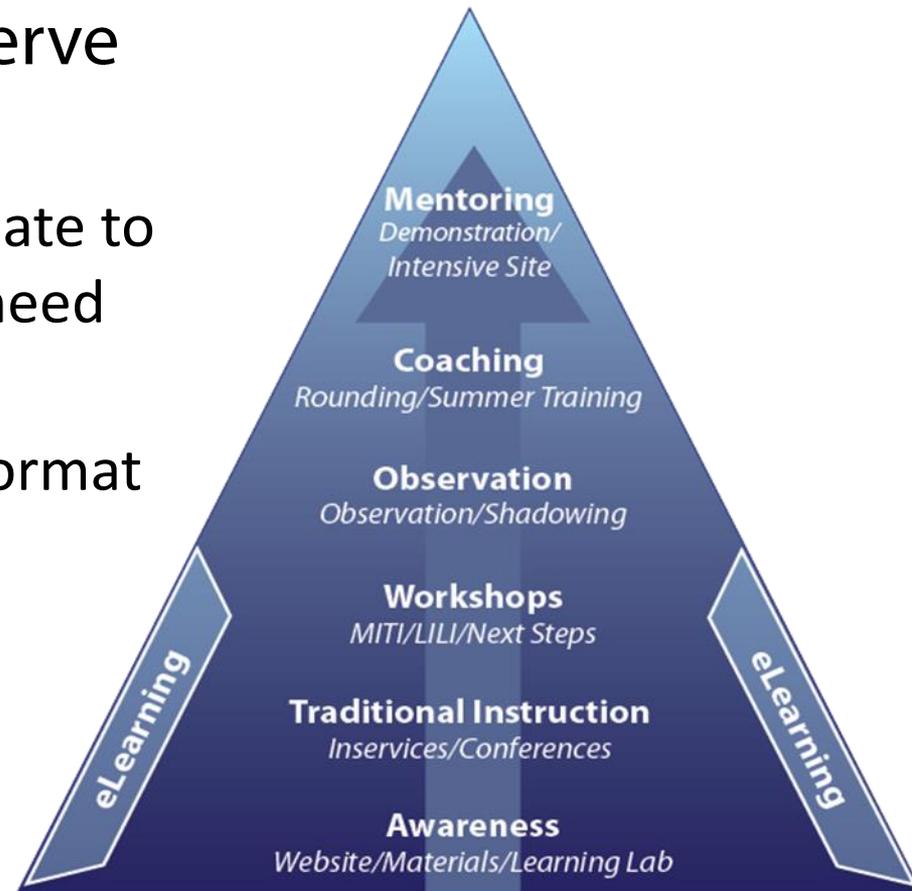
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- Focus on teaching a process for effective implementation (i.e., beyond awareness)
- Teaching based on building on the strengths of students
- Emphasis on proactive planning and skills training vs. behavioral management
- Teach practices that blend ABA and education and are both essential to ASD and beneficial to all



# Other Attributes (cont'd)

- Understanding that the specialist model will not serve our students
  - All must have tools appropriate to role; all different roles and need for info and training
  - Facilitate getting level and format needed for role





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HANDS as a Resource

# **BREADTH OF RESOURCES AND TRAINING**

# Dissemination



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You're receiving this update email, because you signed up to our listserve.  
Having trouble viewing this email? View it in your browser.



## HANDS in Autism Program

### What's New?

Week of January 11, 2010

#### WINTER EVENTS

##### Next Steps

January 20, 2010 | 6:00pm - 7:30pm

Cost: FREE

Your child received an ASD diagnosis or might be on the spectrum... what's next? Come to this seminar to learn about options available in the community! [Read more and register.](#)

##### Make It Take It: Visual Schedules

January 27, 2010 | 5:30pm - 7:30pm

Cost: FREE

Learn how to add structure for an individual with an ASD. [Read more and register.](#)

##### Monthly Next Steps: Sources of Support

January 20, 2010 | 6:00pm

#### FEATURE

### New Issue of Autism Update

Winter issue of *Autism Update* is available for download!

In this issue, you can find information on effective advocacy, Google search, Game Time - How-To, winter scavenger hunt, ongoing research opportunities, calendar of events, and that's not even all yet! [Read More.](#)

[BACK TO TOP](#)

#### NEW ON WEBSITE

### Academia: Clothes and Food Sorting Task

A great task for an individual with an ASD to learn how to differentiate between food and clothes. [Download](#)

[More from the section...](#)

### Kid's Corner: Paper Tree Craft Project

An engaging task for an individual with an ASD that also



- Regular eupdates and practical pointers
- Publications: manuals, toolkits
- Active website with reproducible activities and lessons



When you play with children with autism spectrum disorder...

- Be patient
- Teach a little bit at a time
- Make sure they are paying attention to you before you talk
- Show them how to play
- Give them choices
- Say nice things to them
- Give them time to relax and do what they want to do
- Find ways to use things he likes they like in your activities and games

What is Autism?

Activity templates

Strategies for Teenagers & Adults

www.HANDSInAutism.org



Kid's Corner: Penguin

### Time to Make a Penguin!

- Cut out penguin shapes
- Glue white oval on black oval to make body
- Glue white heart to black circle to make face
- Glue 2 w...
- Glue head...
- Glue two...

### School Safety Best Practices: Fire Drill

Try to plan ahead for drills and allow any needs information to be given

Handphones

Request emergency items

Emergency kit/bugle bag

### How-To Templates

Reward Systems

Here are a variety of reward systems that can be used to encourage an individual's best behavior throughout the day.

To MAKE a Reward Schedule:

- Begin by following the directions for making a visual schedule.
- Decide whether the individual will earn a reward at the end of or after each step. Use a reward picture to indicate when the reward will be granted (see examples above).
- Include a menu of specific rewards from which the individual can select to ensure s/he is motivated to work for the reward. Use the samples provided or create your own reward menu to better meet the needs of the individual.
- Place a Velcro strip on the back of the token board to keep tokens in place.

### ChoiceBoard.IV

by HANDS in Autism Program

I am working for:



# Web Modules & Activities

**Additional Supports**

**Transition Strips:** Used to visually cue the need for transition or to "check schedule."

**Labeled Areas with Corresponding Pockets:** Used to cue where activity designated on schedule will take place and to deposit the pictures of activities from the schedule.

**Finished Pockets:** Used to cue area to deposit pictures of activities completed and removed from schedule

**First-Then Boards:** Break a schedule into smaller portions and helps motivate through the completion of a task.

**Additional Supports**

**To Check Out:**

*Templates for schedules and a finished pocket in Word*

*How-To Templates (Visual Schedules, Activity Schedules, First-Then Board)*

*How-To Video: First-Then Board*

**See Examples**

**See Video**

**Evidence-Based Practices in the Education of Individuals with ASD**

Section 1: Evidence-Based Practices (EBP)

Section 2: HANDS Philosophy, ABA, & EBP

Section 3: Things to Consider When Evaluating Treatments

Section 4: Quality Program Indicators

Section 5: Summary

References

Resources & Downloadable Reports on EBP

Developed by J. Rusyniak, MS, BCBA; N. Swiezy, PhD, HSPP; & Iryna Ashby, MA

To navigate, click on the section titles to the left or use arrows (within each section).  
To get to the cover page, click on the title tab of the folder.  
Questions? Email us at [hands@iupui.edu](mailto:hands@iupui.edu) or call 317-274-2675

## ASD Overview

### Communication



**People with an Autism Spectrum Disorder may...**

- repeat what others say or simply be nonverbal
- not understand figures of speech or simple gestures
- need simple instructions and/or longer time to process
- not answer "wh" questions

**What can you do...**

- Use simple and concrete sentences. Avoid figures of speech (like, you are cracking me up)

## What is Autism An



Click forward/back buttons on the control panel to the right or anywhere on the page to navigate. Click the Table of Contents to the left to quickly access a section.

repeat what you said

**Brief History of Autism**

**What are Autism Spectrum Disorders?**

**ASDs: Signs, Causes, Prognosis, & Co-Occurring Problems**

Available online at [www.HANDSInAutism.org](http://www.HANDSInAutism.org)

# Online & Onsite Trainings



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## Request a Live Training

**HANDS in Autism**  
Helping Answer Needs by Developing Specialists in Autism

Home About Us News Events Information How-To Videos Kids Corner **Training** Research Site Map

**Request Training**

Summer Training  
Collaborative Classrooms  
Training Curriculum

**HANDS in Autism Training Model**

**Development of the model**

The creation of the HANDS program has generally expanded the focus of the CSATC to include a variety of educational and outreach opportunities, including series such as the Wake & Take 8 workshops and local Steps seminars. However, the core efforts of the HANDS in Autism program have centered on developing and evolving an innovative training model. The HANDS in Autism training model was founded on the belief that training should: (1) focus on student strengths, (2) provide for comprehensive training, (3) focus on educational processes from assessment to goal development, (4) provide for blending of strategies based in Applied Behavior Analysis (ABA) and evidence-based practices, and (5) hands-on work with students with an autism spectrum disorder. The training model incorporates strategies supported by the literature and involving the presentation of initial information in didactic format followed by trainer modeling, trainee practice, trainer feedback, and coaching and mentoring.

The HANDS program is currently expanding the training model by facilitating the development of collaborative classrooms in existing special education classroom milieu in local districts. These collaborative classrooms follow the same practices and principles inherent in HANDS' mission and philosophy of training and intervention and facilitate programming that increases local capacity to educate and train professionals while also building bridges across community systems (e.g., education, medical, home).

© 2011 HANDS in Autism. All rights reserved. The development of this project was facilitated by Grant Number E11CC0324062-01 from the Centers of Disease Control and Prevention and other charitable organizations. The ongoing efforts of the project are primarily and currently supported through a grant from the Center for Exceptional Learners, Indiana Department of Education under Part B of the Individuals with Disabilities Education Improvement Act (P.L. 108-446). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of our sponsors.

## Interactive Workshops Across the State

**HANDS in Autism® Model in Practice**  
Intensive 3-Day Workshop

**Early Childhood Development**  
November 19-21, 2014, 8am-4pm EST

**Transition & Vocational Programming**  
October 14-16, 2014, 8am-4pm EST

Join the HANDS in Autism® team for an intensive training that focuses on providing hands-on experience and coaching in a simulated classroom/work environment. Individuals on the spectrum participate, facilitating a rich learning environment for all. While the program includes traditional instructional methods such as lecture and discussion, the emphasis of training is building increased knowledge and skill of the process of making appropriate programming decisions for each student, classroom, workplace, and/or intervention team through hands-on application and learning.

Registration available at:  
[HANDSInAutism.iupui.edu/handsIntensive.html](http://HANDSInAutism.iupui.edu/handsIntensive.html)

See reverse for more information

See reverse for more information

## Virtual Awareness Fair

**Exhibit Hall:**  
**Community Support Services**

**About Us**  
**Materials**  
**Website**  
**Contact Us**

HALL NAVIGATION

**BEHAVIOR ASSESSMENT**

Attendee List (40)

- Hand in Autism
- Kyle Adley
- Christina
- Participants (39)
- Albany Fernandez
- Andra Cook
- Brittany Swanson
- Beth
- Brittany Ryan
- Chris Hume
- Chris McCormick
- Dale Vranichewicz
- David Murphy
- Dick Ryan
- Debbie Stone
- Elizabeth Hinkle
- Emily Spinks
- Jared Knapp
- Janice Brown
- Janice Adams
- Janice Johnson

Chat: (closed)

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## Webcasts, Podcasts & Archived Web conferences

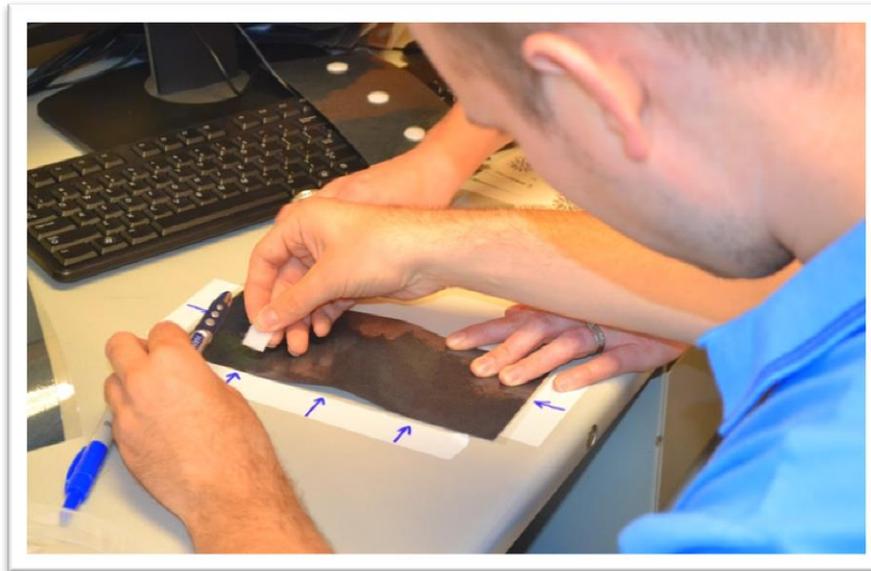
# Individualized Programming Sample: HANDSmade™ Program



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## Making Adults Dependable Employees

A work-study model for meaningful transition, job readiness, and employability training



Also available:

- Parent/child dyads, individual programming across lifespan
- Live and web consultations

# Supporting Local Areas



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It takes a community to support the efforts...



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www.HANDSinAutism.org

The HANDS (Helping Answer Needs by Developing Specialists) in Autism® Interdisciplinary Training & Resource Center is located within the Department of Psychiatry at the Indiana University School of Medicine. Support for the foundational development of the HANDS in Autism® Center has been provided through a combination of federal and state funding as well as private philanthropies. To learn more, please contact Naomi Swiezy, Ph.D. HSPP, Director, at nswiezy@iupui.edu or find us at www.HANDSinAutism.org.



& Learning Connection

## HANDS in Autism® Local Community Cadres

### What is a Local Community Cadre (LCC)?

Local Community Cadres (LCCs) are global community networks of families and professionals invested in serving individuals affected by Autism Spectrum Disorder and other developmental disabilities. LCC members share a common mission to facilitate, bridge, and collaborate across systems to enable greater community systems of support as well as increased capacity to support student success in the home, school, and community settings.

Currently, six cadre chapters are actively operating across Indiana. These cadres are continually working to identify and address their community-specific needs thus building the foundation for future activities and growth. The six cadres include the following:

- ❑ Central LCC, Greater Indianapolis Chapter
- ❑ North Central LCC, Lafayette Area Chapter
- ❑ Southeast LCC, Bloomington Area Chapter
- ❑ Southwest LCC, Southern Indiana Chapter
- ❑ Southwest LCC, Wabash Valley Chapter
- ❑ Northwest/Northeast LCC, Fort Wayne Area Chapter



### Core Elements of LCCs.

Cadre needs vary based on each individual community and are identified through community cadre members. However, core elements central to all cadres are:

- ❑ **Collaboration and Networking** is the overarching element and foundation necessary for all cadres. This involves the facilitation, bridging and collaboration across medical organizations, schools, and community groups, as well as families and individuals affected by Autism Spectrum Disorder (ASD) and related developmental disabilities to enable sharing of consistent and comprehensible information and resources across these diverse systems.
- ❑ **Information Sharing** is the reciprocal dialogue between cadres, HANDS in Autism®, and communities. This element facilitates shared knowledge and responsibility in an effort to address the needs of individuals and families.
- ❑ **Dissemination** through written products and developed tools ensures the cadre community is aware of available trainings and resources that can be utilized to enhance their understanding and work with individuals with Autism Spectrum Disorder.
- ❑ **Training** is provided to local stakeholders within the community to advance the local and state-wide capacity to sustain and provide consistency in knowledge and implementation of scientifically-based methods with individuals and families affected by affected by Autism Spectrum Disorder and related developmental disabilities.



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Training to Fidelity of Implementation:

# **THE KEY TO BUILDING LOCAL CAPACITY AND SUSTAINABILITY**

# Current State: Education and EBPs



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- “Education, both directly of children, and of parents and teachers, is currently the primary form of treatment in autism” (Lord and McGee, 2001).
- Schools with significant role in education and treatment of individuals with ASD necessitating use of EBPs that have proven to be effective and are accompanied by data-driven decision making to ensure/monitor student outcomes (IDEIA, 2004).

# Key Challenges



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- Imbalance exists between occurrence of special needs and the availability of professionals who are trained in comprehensive curriculums supporting implementation of evidence-based practices (EBPs).
- A number of EBPs have been identified (e.g., NAC, 2009; NPDC, 2008) but effective staff training has limited the fidelity of implementation or translating this research to practice.

# Challenges (cont'd)

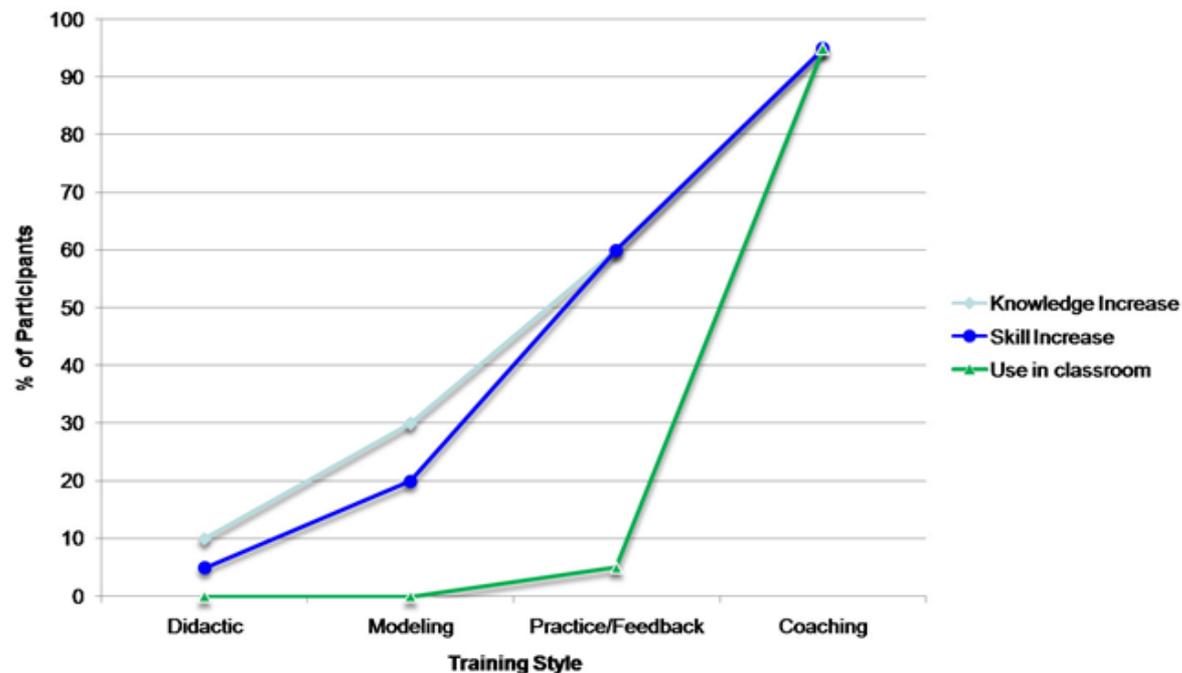


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- Professional development is often delivered in-house or through traditional didactic in-service trainings which are insufficient for effective understanding and implementation of the content (Bellini, Henry, & Pratt, 2011; Busby, Ingram, Bowron, Oliver, & Lyons, 2012).
- In addition, educators often use practices that are not evidence-based (Hess et al., 2008) or do not use EBPs with fidelity. This depletes PD funds without leading to satisfactory student outcomes and prevents students from receiving effective intervention (Hess et al., 2008; Morriere et al., 2010) while also increasing the potential for regression (Vaughn & Dammann, 2001).

# Proposed Solutions

- Teachers and support staff need intensive, ongoing hands-on training, feedback, and coaching supported by building and district administrators and directors to effectively change practices and thus outcomes. (Grey et al., 2005; Joyce & Showers, 2002)



# HANDS Solution: Intensive Trainings & Demonstrations



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**SAVE THE DATE**

**Indianapolis** (simulated classroom, team-based training): **April 14-18, 2014** (elementary school level)

**Indianapolis** (simulated classroom): **June 23-27, 2014** (middle school level)

**July 7-11, 2014** (elementary school level)

**July 14-18, 2014** (elementary school level)

Group Discount Available!

## HANDS in Autism® Model in Practice Intensive Training Week

Join the HANDS in Autism® team for a week-long program that focuses on providing hands-on experience and coaching in the HANDS simulated classroom. Students on the spectrum are present in both contexts, facilitating a rich learning environment for both student and adult learners. While the program includes traditional instructional methods such as lectures and discussion, the emphasis of training is building increased knowledge and skill of the process of making appropriate programming decisions for each student, classroom, and intervention team through hands-on application, modeling, practice and feedback.

See reviews for more information!

**NEW!** Register by 3/28 for the spring or by 5/1 for the summer sessions and receive one year of complimentary subscription! Learn more about benefits of the subscriptions: [HANDSinAutism.iupui.edu/membership.html](http://HANDSinAutism.iupui.edu/membership.html)

Registration available at:  
[HANDSinAutism.iupui.edu/handsIntensive.html](http://HANDSinAutism.iupui.edu/handsIntensive.html)



**HANDS in Autism® Model in Practice Intensive 3-Day Workshop**

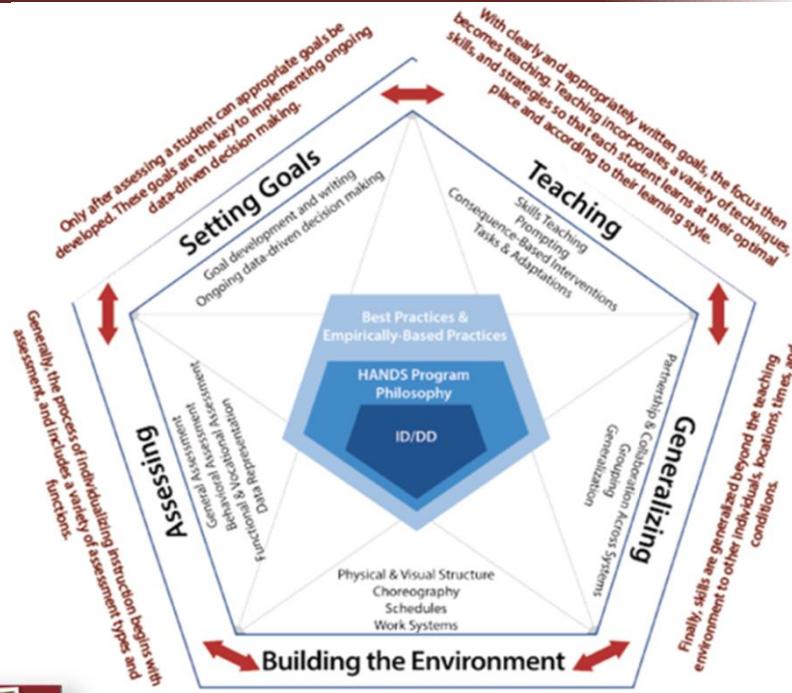
**Early Childhood Development**  
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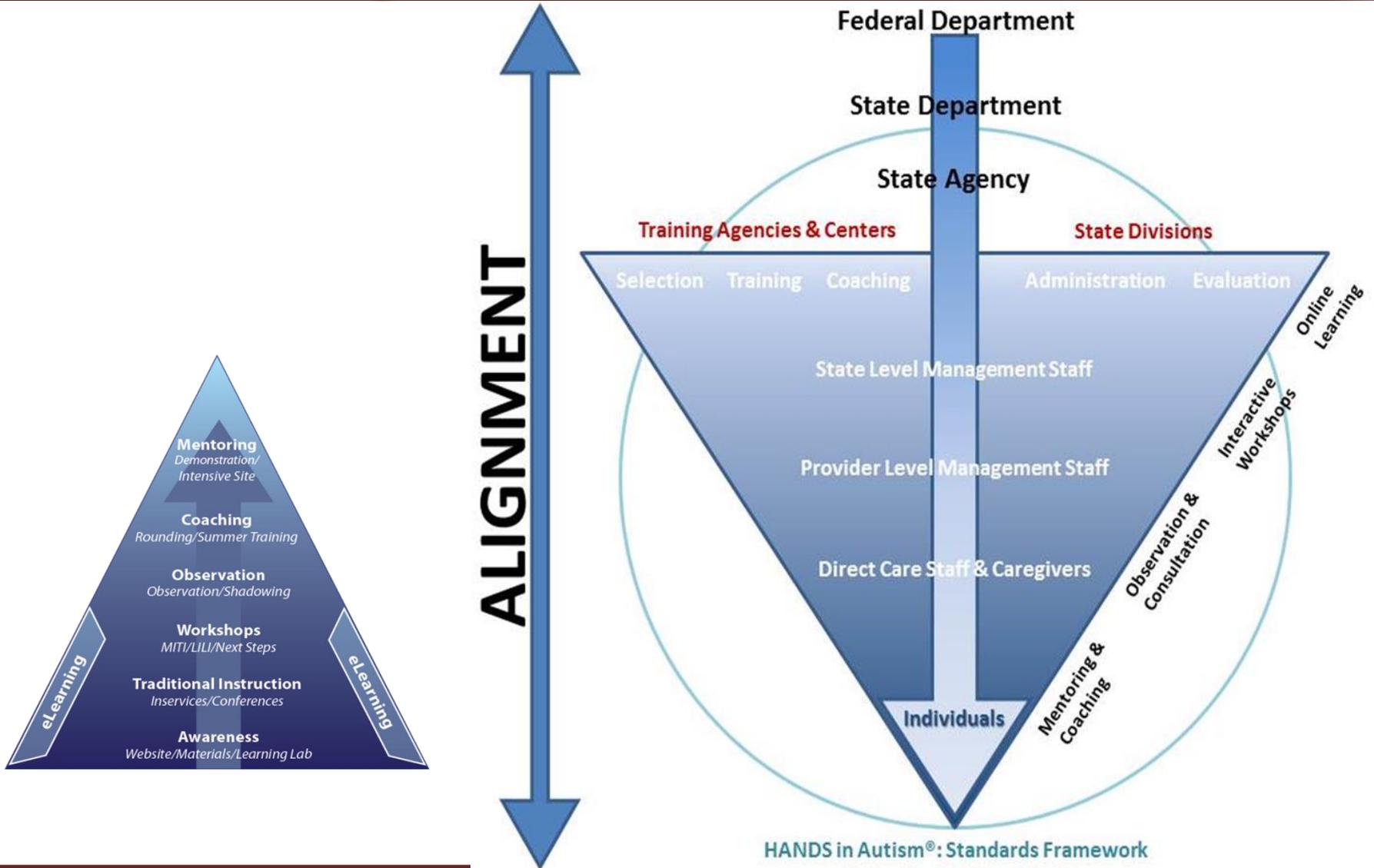
The foundation of each house is the environment, including both physical and visual elements. The process is not linear, thus the arrows point in each direction from any given structural element.

- Summer Training (since 2005)
- Demonstration Classrooms

# Consideration of individualized needs and goals



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HANDS in Autism®: Standards Framework  
(Evaluation, Training, & Care)

# The Original Model: Intensive Training Weeks



- Shadow trainers, modeling, coaching, and feedback in a demonstration training classroom environment
- Primary topic from HOUSE taught each morning and afternoon through traditional instruction and large group activity
- Emphasis on hands-on application of EBPs with participating students during subsequent rotations
- Small group activities conducted in the classroom with students or in dynamic discussion, data practice, development of materials
- Curriculum content is readily adaptable, feasible, replicable, and easily maintained across settings and students

# Extension of the Model: Demonstration Sites



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- Developed to counteract the idea of the specialist model
- Work at systems level for change in developing demonstration site that serves as a learning hub for surrounding areas
- Intensive modeling, practice, feedback, coaching and mentoring across a couple of years to demonstrate practicality and transportability of strategies beyond center-based environment
- Represents the feasibility and process of changing community systems, implementing global changes and fostering local capacity and sustainable change in implementing EBPs with fidelity

# Measuring Success



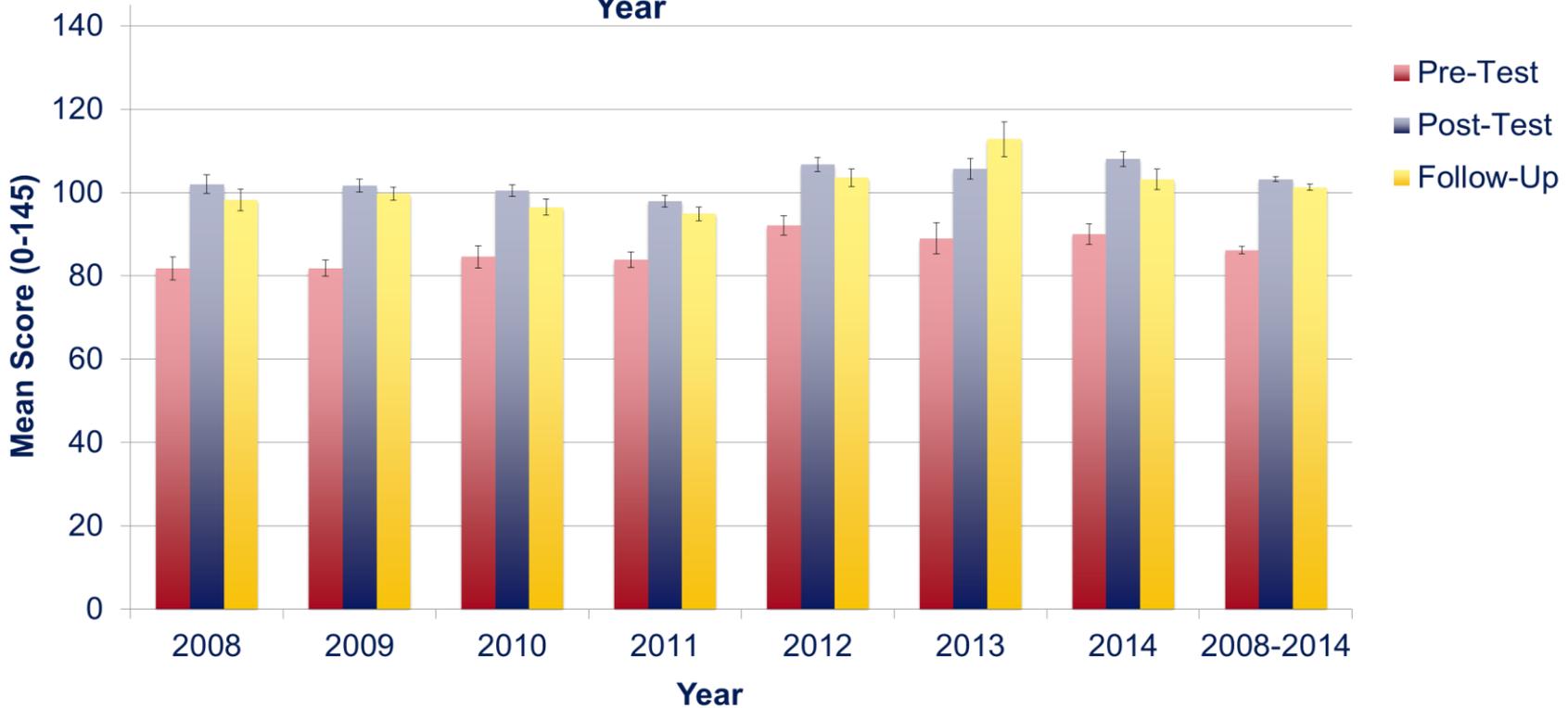
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- Success of training based upon participant *and* student change
- Measure not only participant knowledge but also application, usability/feasibility, satisfaction, and **implementation**

# Sample Impact: Application (AOK-E)



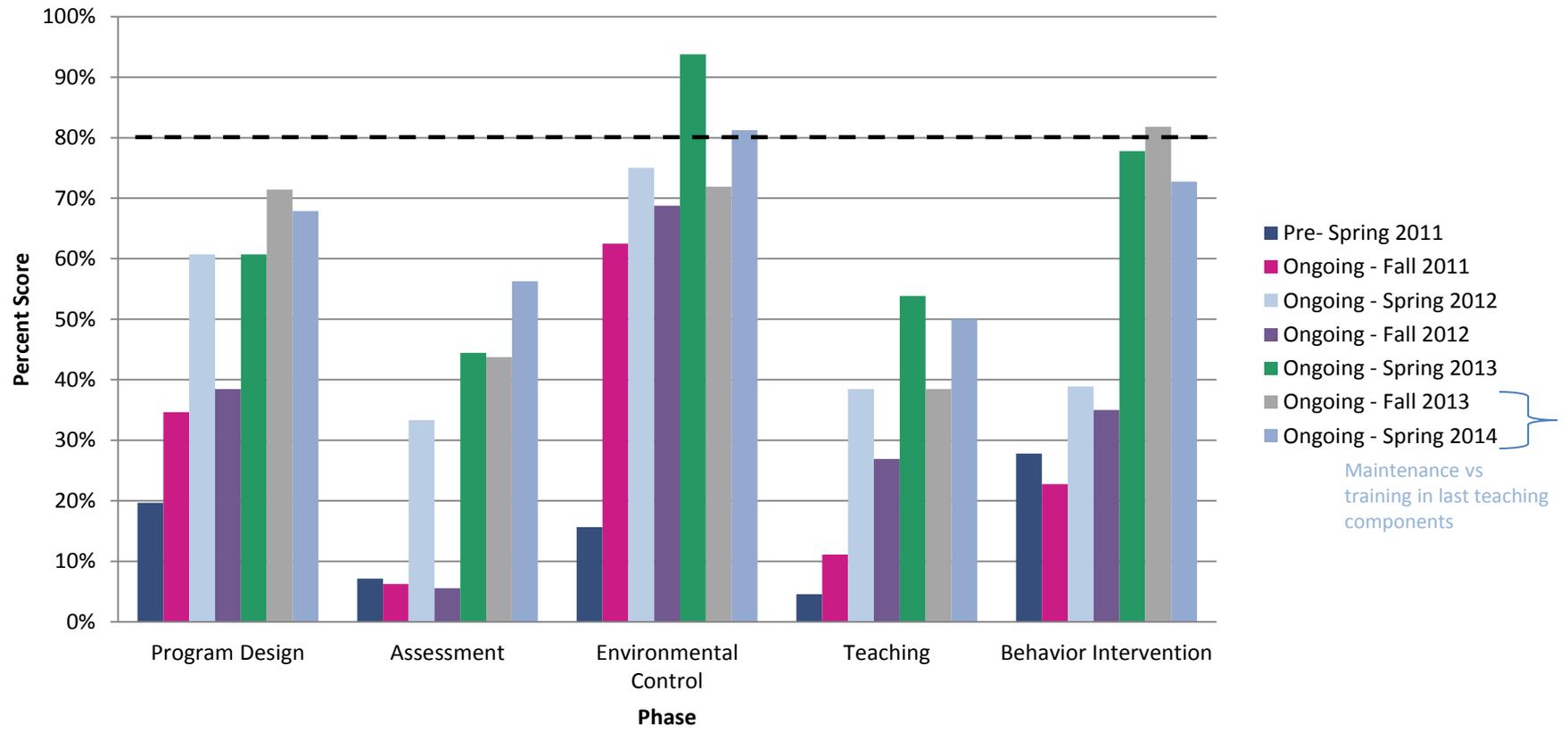
Figure 1. Mean Assessment of Knowledge-Expanded (AoK-E)<sup>®</sup> Scores by Year



# Sample Impact: Implementation (SW)



## School WORK Phases: Phipps



# Sample Anecdotes/Stories



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## Satisfaction consistently high:

- “Loved the interaction and the ability to ask questions right away after observing in the lab.”
- “The actual study of case participants and having the ability to watch and assess their work.”
- “...being able to see our written goal worked out and [be] successful.”

## Though one week, student successes also common:

- Learning and generalizing money skills
- Toilet training
- Compliance training for prereadiness

## Demo programming longer:

- Reintegration of child in residential facilities 7 years
- Parent adopting school strategies after child successfully maintained

# Summary



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- HANDS has shown successful implementation of a tiered system of training caregivers and serves as a resource to address the practical application needs across a range of consumers
- HANDS HOUSE Curriculum represents a comprehensive and standardized curriculum content and process delivered at a “dose” and extent appropriate for particular needs of caregivers
- Adopting a standard of training that will support educators to the level of implementation of EBPs with fidelity will translate into improved staff and student outcomes (e.g., improved scores, decreased suspensions/expulsions, increased LRE)



# Questions? Comments?

*"The world as we created it is a process of our thinking. It cannot be changed without changing our thinking."*

-Einstein

**Contact**

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